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ABSTRACT

This paper describes the positive results of service learning at Kapiolani Community College (Hawaii) and demonstrates that service learning is an effective way of transforming the instructor as a learner and participant with the student, not only academically but also in the development of a more enlightened citizenry. A review of the literature raises questions about the established view of post-secondary scholarship, isolated role of college instructors, the need for remediation on campuses in the 21st century, the role of service learning in college courses, role of the community colleges to create needed changes, and whether integrated service and teaching can develop learning experiences both inside and outside of the classroom. A two-part study is presented. Survey results demonstrate that participation in service-learning positively affects Grade Point Average and retention. Interviews with nine service-learning instructors in 1997 revealed that students showed more depth and had a better understanding of content competencies with more interest and enthusiasm in classroom participation through service learning experiences. Instructors were mostly impressed by the growth in their awareness of community problems and found that this was the most desirable outcome of students' experiences. By 1998, many of the insights expressed by the earlier interviewees were echoed by all 40 instructors in service learning who agreed that the intrinsic value of service learning was their greatest reward. The paper notes the need of a central location, more publicity about the projects and activities of service learning, and employment of a part- or full-time person to oversee the operation of the programs. Contains 15 references. (VWC)

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TRANSFORMING THE INSTRUCTOR: SERVICE-LEARNING INTEGRATED INTO A COMMUNITY COLLEGE CURRICULUM

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Introduction

" Embrace the contraries!"commands Peter Elbow (1986), eminent composition professor, in his challenging book *Embracing Contraries*. He sees the instructor in the late 20th Century in transition in the teaching process "embedding the two themes of giving away and guarding the commitment to students to subject matter" (p. 149).

> *Service-learning is education not mandated ... giving students a choice to make a difference ... giving instructors a new way to evaluate instruction outside of the classroom and be interactive with students!* (service-learning instructor in business law, 1999)

" Teachers and students are ... in this thing together ... to realize the worth of each [student] as an individual intentionally invited ... into a collaborative and cooperative learning process to reach their potential in all areas of endeavor," Purkey and Novak (1996) decide in their recent publication of *Inviting School Success* (p. 4).

> *Service-learning can result in a transformation of both students and instructor in the opportunity to use instruction toward civic responsibility.* (service-learning instructor in biology, 1999)

" Colleges are now going to have to change how they teach. And that is going to be a major issue for us in the years to come," declares Arthur Levine (2000), President of Teachers College, Columbia, in an address at The University of Hawaii reported in *The Honolulu Advertiser* (January 16, Section B).

> *Service-learning gives the student 'zippers'; that is, students connect the dots of academic topics and real practice.* (service-learning instructor in health sciences, 1999)

Since the 1970s, such comments have been heard by elementary and secondary educators, and in the mid-1980s by instructors in higher education like Peter Elbow. He concludes that instructors must learn to accept as complementary their roles as supportive facilitators as well as demanding gate-keepers of academic content and illustrates his arresting theme in *Embracing Contraries* (1986) with the parable in the New Testament of Christ at the wedding feast. Comparing the contemporary instructor to the host who invites the guests "but then may angrily eject one into outer darkness because he lacks the proper garment" (p.149), he thus summons post-secondary educators, traditionally more dominated by the gatekeeper mentality, to become more facilitators, or hosts, in the classroom. For the past fifteen years, composition teachers in secondary and undergraduate classrooms have enthusiastically endorsed his message and adopted his methods which have brought about a transformation of writing instruction across the nation.

The role of the teacher as facilitator or host, Purkey and Novak (1996) point out, has become a focus of classroom practice in the1990s.Together with the change in emphasis from accumulation of information to the process of learning, they urge instructors to perceive themselves not only as gatekeepers but as participants in learning with their students and as hosts inviting students into the process.

Levine (2000) represents those in higher education who foresee the changes that will be required in the classrooms of the 21st Century: a student body primarily"part-time, female, over 25 years of age ... younger working adults spending less time on campus [but] demanding more remediation and inter active classrooms ." However, his chief concern is with the "growing mis match between how students learn and how faculties teach

[traditionally] abstract and passive ... for students who would prefer more concrete and active learning" (January 16, Section B).

Answering the concerns described by Elbow, Purkey, Novak, and Levine has been the amazing growth of programs in service-learning in community colleges and undergraduate courses. Combining academic study with experiential opportunities for students to test out classroom concepts, it has also given students more training in analysis and reflective thinking and allowed instructors to be facilitators, or hosts, participating with students in curriculum planning and service to the campus and local communities. A successful example of the positive effects that have resulted from including service-learning in the curriculum has been the program at Kapi'olani Community College (Honolulu, HI) established in 1995. The bulletin for service-learning in the fall of 1999 describes the program for students:

> *... who perform meaningful service in the community that is connected to their course work through critical reflective journaling about course concepts and their role [as students] as productive, socially responsible citizens ... and that service learning is a better way to learn as you apply course concepts to real situations in the community that needs the skills you have to offer and also gives you a chance to explore career interests and personal strengths.*

Recent surveys of students in service-learning at Kapi'olani Community College (and other institutions since 1995) have verified the positive effects on students' academic performance, personal growth, and citizenship awareness. In addition, the results show a more cooperative atmosphere on the campus with a higher rate of student interest, involvement, and retention (Renner, 1997). The UCLA annual report of freshmen in the United States also supports these optimistic conclusions. The director of the report, A.W. Astin (1999), states that"given the overall decline in students' inclination to get involved, college officials might well consider expanding their service-learning programs which represent the one area where student involvement seems to be on the increase ... students tell us they're more interested in their local communities where they feel they can make a difference as opposed to the national political scene where they feel powerless."

This paper will address the positive results of service-learning at Kapi'olani Community College as an example of one institution striving to meet the demands of higher education in the 21st Century. The emphasis, however, will be on the extraordinary commitment of its faculty, who testify in a series of interviews (1997-1999) to a renewed excitement and energy they have felt by including service-learning into their courses. Program assessments have continued to stress learning outcomes and personal growth of the students, changes in faculty instruction and perceptions, and the benefits to the campus and local community. Furthermore, because of its success on the campus, the Faculty Senate of the College officially adopted service-learning as a major emphasis in the college curriculum in the fall of 1999.

I wish to demonstrate that service-learning is an effective way of transforming the instructor as a learner and participant with the student, not only academically but in the development of a more enlightened citizenry in the 21st Century. What has transpired at this one community college in five years might be a model for such programs on any college campus to encourage the changes demanded in higher education in the 21st Century.

Literature Review

Questioning the established view of post-secondary scholarship

R. E. Rice (1996), in an address to the American Association for Higher Education, echoes many college instructors who are becoming aware that "the reconsideration of scholarship is now being widely debated throughout American higher education ... [and that] more modest efforts to broaden what is understood as the scholarly work of the faculty are being built ... and innovative ways of assessing the scholarly role of faculty in teaching and learning, as well as professional service, are gaining ground." Furthermore, he concludes, "the epistemological assumptions supporting the established view of scholarship should be seriously challenged ... to make way for a new openness to connected ways of knowing and pressing for the full inclusion of society into the intellectual life of higher education."

Questioning the isolated role of college instructors

B. D. Fatherree (1999), a Mississippi community college instructor, feels that the 21st Century classroom should include "more interaction [not only between instructors and students] but ... with instructors in other disciplines ... to best help student writers" (p.49).

D. H. Fradd and O. Lee (1999), educational researchers, believe that "by including teachers as key participants ... the realities of daily practice can be linked with the visions of high academic achievement to enhance opportunities for inquiry" (p. 20).

Questioning the need for remediation on campuses in the 21st Century

H. Tinberg (1999), in two interviews with Ira Shor, of the Graduate Center of City University of New York, is impressed by Shor's view of remediation as an "educational apartheid [whose] dismal record is producing dropouts ... reason enough to question their value to working-class and minority students ... and that open access at all public colleges this wealthy nation can easily afford" (Part 1, p. 36).

Furthermore, Shor explains to Tinberg that "the curriculum should center on field-based writing and/or present problems about their [students'] everyday lives; the teacher should share power with students in making the syllabus" (Part 2, p.167).

Finally, Shor calls for transforming "composition and basic writing classes into critical literacy across the community which emphasizes action-internships on and off campus ... with courses cross disciplinary and thematic" (Part 2, p.168).

Questioning the role of service-learning in college courses

K. L. Lankford and R.C. Games (1996), leaders of a campus compact service learning Faculty Fellows program at the University of Indiana, report that service, teaching, and research can be combined to involve the faculty in "a recommitment of higher education to its civic responsibility ... and Ernest Boyer's vision of a New American College that can connect thought to action and theory to practice ... for both faculty and students as engaged institutional citizens" (p.35).

Questioning the role of the community colleges to create needed changes

H. Tinberg's interview (1999) with Ira Shor further stresses Shor's enthusiasm for the transformations needed in higher education in the 21st Century that can be accomplished in the community colleges. Shor continues in the interview to observe that educators in community colleges must "serve our local communities ... and then [will] have to teach against the status quo by questioning the new world order on campus and off" (Part 2, p.173).

T. Pickeral and K. Peters (1996), of the University of California, Berkeley, readily endorse the faculty of community colleges leading the way to a revision of post secondary academic course work. They note that community colleges have "several unique characteristics that lend themselves to effective community collaborations," and they conclude that service learning opportunities do result in stimulating "creative energy among faculty, staff, students, and administration and can be a successful avenue for an integrated college-community structure within which to work" (p. 53).

Questioning whether integrated service and teaching can develop learning experiences both inside and outside of the classroom

R.W. Franco (1997) asserts that through experiences in community development, "students can make greater contributions to building an American civic democracy with civil diversity" (p. 83). As the Coordinator of the service-learning program at Kapi'olani Community College in Honolulu, HI, since 1995, he reports in the Service-Learning Fact Sheet for 1999: that programs presently exist in 200 classes in 5 departments with 54 instructors and 2,690 students who have completed 52,000 hours in community service connected to academic performance. Results from the assessments of the program the last two years have indicated a transformation in the faculty, students, and curriculum that will be described in the following summary of interviews with instructors from 1997-1999.

METHOD

Two studies will be summarized: the first is a statistical review of the academic performance of service-learning students by the Office of Institutional Research at Kapi'olani Community College the spring of 1997; the second is a survey of nine instructors who began service-learning programs in their courses in 1996 and were interviewed in 1997 about the effects service-learning had had not only upon their students but upon their instruction and educational philosophies. These were followed in 1998 by one on one hourly interviews with all forty instructors involved in service-learning at that time.

The first study of student academic performance is included to demonstrate that between 1995-1997, there was a significant difference in the GPA of those in service-learning as compared to the rest of the college during the previous semester and that the retention rate of service-learning students was significantly higher than the overall retention rate for the college. Both of these results are evidence that students have benefited from service learning in their course work as shown by GPA's and decisions to remain on campus (Renner, 1997).

However, it is the transformation of instruction and the instructor, shown in the responses to the interviews during 1997 - 1998, that will be the emphasis of this report. What has happened to the instructors at Kapi'olani Community College will reinforce the view that both students and instructors do profit from being active participants together in the learning process in higher education, and that service-learning, integrated into a college curriculum, is a means to accomplish this.

Research Questions to the Faculty

In the first series of interviews, nine instructors new to service-learning in the spring of 1997 were asked to discuss:

1) the effects of the service projects on their students' academic progress and their students' personal development
2) their plans to continue service learning
3) problems encountered by including service-learning in the course work
4) and the effects of service learning instruction on their own personal and educational philosophies

In the second series of interviews in the spring of 1998, forty faculty members who had been using service learning in their courses since 1995 were asked to respond to an introduction to a multi-semester record-keeping system that would allow students to continue service work beyond one semester and extend their hours of credit from one course to another across the curriculum. In addition, they were asked to reflect upon their experiences, concerns, and plans for the future of service-learning in their course work.

The following topics were suggested for their consideration:

1) the creation of a multi-semester record-keeping system
2) recognition for instructors
3) recognition for students
4) recognition for agencies
5) plans to continue service learning and suggestions
6) problems and concerns

Setting

Interviews In 1997 and 1998 were held in instructors' offices at Kapi'olani Community College. They were conducted by one of the members of the service-learning coordinators' team in an hour of discussion with each interviewee. Notes were transcribed and rewritten, sent back to the interviewee for verification, and submitted to the service-learning coordinators to use as a basis for future decisions on the direction of service-learning at the college.

Participants

In 1997, the nine instructors interviewed had projects in eight different courses: biology, nursing, physical therapy, occupational therapy, anthropology, art, Hawaiian language, and English composition and reading. Six of the instructors were either tenured or full-time, and three were part-time lecturers. In the spring of 1998, forty instructors came from the above courses plus psychology, sociology, history, math, astronomy, oceanography, journalism, ESOL, Japanese, linguistics, and speech. (Since then, fourteen instructors have added service-learning to similar courses for a total of 39 females and 15 males of whom 31 are tenured, 16 full-time, and 7 half-time.) In 1998, thirty-six instructors responded to one-on-one interviews (50-60 minutes each), four by phone (30-40 minutes each), and two by e-mail (6-8 paragraphs each). Participants were cooperative and willing to share time, ideas, and feelings about their experiences.

Data Sources and Analysis

The college service-learning coordinating team chose the questions for discussion, reviewed the responses, and subsequently transcribed them into a report to provide the coordinators with suggestions to be used for the future planning of campus programs. Since it was difficult to have all the service-learning instructors meet together at one time on a busy campus, and since it was also difficult to use a written survey with the attendant risk of missing responses, interviews seemed the best method of obtaining significant information on faculty successes, concerns, and reflections. Moreover, the instructors were not reluctant to express their views, and they were assured that their views would be carefully studied and used for the advanced planning of service-learning projects.

Overview of Findings and Significance

The nine interviewees in 1997 concurred that students showed more depth and had a better understanding of content competencies with more interest and enthusiasm in classroom participation through service-learning experiences in hospitals, clinics, laboratories, health centers, elderly communities, tutoring, and reading-aloud programs in the local schools. However, instructors were mostly impressed by the growth in their awareness of community problems and found that this was the most desirable outcome of the students' experiences.

Such phrases emerged as "seeing the whole ... connecting the dots ... finding a window into the community .... the key to what was missing the classroom," and instructors were also pleased that students had gained more insight into the nature of prejudice and stereotypes. In addition, students demonstrated more writing fluency and skills in analysis, interviewing, and editorial writing. They also had more opportunities to use medical and clerical equipment and to explore career options. Finally, interviewees were delighted that students showed growth in self-confidence in their relationships with supervisors and co-workers. The instructors were actually surprised by the successes students were having and enjoying, and they made further observations about the trust that had grown between them and their students. Risks were inevitable, but they noted students learned responsibility by the challenges involved. One instructor thoughtfully reflected, "Now I have more connection with my students," and he felt more pride in his classroom as a holistic community integrating professional and personal growth for both students and the instructor.

Interviewees planned to continue service learning in future courses. There were concerns, but they felt that these could be resolved as they gained more experience and consulted with fellow instructors. Their questions were about the time involved in placement, supervision and evaluation of student experiences, and liability. Regardless of these apprehensions, they recognized the value of becoming more involved in inter- and intra-departmental communication and found other service-learning colleagues encouraging and supportive. One gave the Hawaiian name,"ohana" (home community) to their shared experiences and exchanges of philosophical questions. Overall, they agreed that they had grown personally and professionally and felt energized, challenged, and creative in their instruction. They also felt that they were extending an invitation to their students to find more depth in their learning by being involved in their communities and testing academic concepts with experience.

By 1998, many of the insights expressed by the earlier interviewees were echoed by all forty instructors in service-learning who described it as "a real pedagogy, reaching beyond the classroom community ... a gentle transformation that fulfills the mission of the college, and ... a statement of who we are that gives clarity and identity to instruction."

There was also a complete endorsement for the creation of a multi-semester system as "a fitting extension ... giving coherence and continuity that would offer more opportunity for student leadership ... create programs for distance learning ... allow more opportunity for career exploration, and ... develop more awareness of service learning on campus and throughout the state." Three instructors proposed projects that could be developed with an extended semester system: a Hawaiian language immersion program from high school through college, an exchange of students to and from Japan to increase fluency in Japanese and involve a Japanese college in a return service-learning visit, and the establishment of a practicum for teacher training by using service-learning in field work.

Overall, the forty instructors agreed that the intrinsic value of including service-learning was their greatest reward. They described their feelings as"being pumped up ... learning from students ... making changes in their curriculum ... finding a podium for commitment, and ... feeling a sense of mission and civic duty." They appreciated the support of the college administration and acknowledged the encouragement it had given, but they also urged the administration to consider service learning instruction as one of the criteria for

promotion and rehire. Nevertheless, four warned that rehire procedures are complicated and could not be prescribed. Another suggestion for rewarding instructors was granting release time to develop projects, counsel students, visit sites, travel, and attend conferences. Monetary rewards and stipends were also mentioned as further incentives to include service-learning in courses. However, two dissenters thought the faculty could raise its own funds in grants and outside promotions with business leaders. There was also some disagreement about the use of publicity as a faculty inducement unless it could draw attention to the students, and they seemed more interested in publicity for students and agencies rather than the faculty.

Rewards for students were debated. The faculty applauded the fine academic and personal growth they observed in students and agreed that students should receive certificates or letters of commendation, a distinction at graduation, or be recognized in a service learning honors program. However, there was a difference of opinion about monetary rewards in tuition waivers or scholarships. A third felt these might be unethical for service learning, but three interviewees noted that it was no more unethical than giving waivers or scholarships to students in music, art, drama, or sports. However, they all approved of publicity for students and particularly for those who had shown leadership through projects or given more than 40 hours of their time.

Interviewees all wanted to recognize the contributions of agencies for providing students with supervision and learning experiences. Honors with special plaques, certificates, and dinners were suggested; however, they concluded that increased publicity and support for the agencies would be more helpful.

The interviewees did note three major problems: one, the need of a central location, two, more publicity about the projects and activities of service-learning, and three, the employment of a part-or full-time person to oversee the operation of the programs, direct communication with agencies, and assume the responsibility for student orientation. They further thought that both students and faculty should receive more training for particular projects like tutoring, and they insisted that assessment and evaluation be ongoing with systematic feedback. Finally, they noted that the faculty should be more encouraged to do research and publish findings about the results of service-learning for students, faculty, campus, and community.

There were philosophical reservations about requiring service-learning or using other types of experiential learning with service-learning, for example, work-study credit or payment. Although these were unresolved, the report concludes on a positive note that the "service-learning faculty desire versatility and flexibility as long as the objectives of the curriculum are well understood by the instructor and are clear to the students ... and that there exists at Kapi'olani Community College, a most caring, creative, and pragmatic faculty," which has made all the difference.

Concluding Comments

In a recent unpublished study by the School of Education at Standford University, A.L. Antonio, H. S. Astin, and C. M. Cress (1999) studied the responses of 33,986 faculty members in a national survey of full-time undergraduate instructors. Several items were designed to gather information about faculty beliefs related to community service, and in the discussion of the results, it was found that "values faculty hold are primarily determinants of their level of commitment to community service which manifest themselves in the use of pedagogy that is student-oriented ... and is most common among faculty at the lower level ranks ... and of color, suggesting a more marginalized faculty participating in such activity [and if] practiced by a marginalized faculty, will remain in the marginalized academe."

The discussion continues that "an opportunity exists to attract more intellectually-oriented faculty to an alternative pedagogy and epistemology that develops critical and analytical skills of students in the form of service-learning in an intellectual understanding and appreciation of community problems. [Therefore] the first suggestion is that institutional

culture may be the key factor in the capacity of any college or university in encouraging the faculty to see community service as an integral part of their professional role." It concludes, "if we are to engage more faculty ... in reforms, such as service learning, we need to consider a number of transformational acts within the university that include allocation of resources, the creation of training programs to help faculty ... alternative course content ... and a re-examination of the reward .structure that limits faculty involvement in the community. (See Antonia, 1999.)

Kapi'olani Community College has become a microcosm for the changes needed in classroom methodology in the 21st Century. It has instituted a service-learning program enhancing the academic program that has attracted 54 instructors, 47 of whom are full-time or tenured in content areas that have high academic standards. As the interviews of 1997-1998 show, the instructors have been pleased with student performance, maturity, and confidence. The Stanford report noted that most instructors with service projects are women from minority groups, and the majority of the service-learning instructors at Kapi'olani are women (39 of 54) from diverse cultures; nevertheless, more male instructors have included service-learning in the social studies, humanities, and sciences, and they have been impressed with the increased level of writing skill and critical thinking in their students, as well as become aware of a transformation in their own instruction and their professional and personal lives.

The climate on the Kapi'olani campus has encouraged the faculty to engage in service-learning projects in course work. The administration has given support by allowing release time and travel expenses, by approving service-learning for rehire and promotion, and by the Provost and Dean of Instruction attending conferences to demonstrate their pride in the academic and civic accomplishments. Moreover, the Faculty Senate has adopted service-learning officially into the curriculum, and a service-learning center has been established with a coordinator paid to direct the students and faculty. In addition, programs have been established with the University of Hawaii: Teen Reading Circles, Chinese Citizenship Education, protection of the environmental, health education, and programs for the elderly. Students are also receiving credit in courses established for tutor training in reading-aloud and for a variety of health projects. Presently, other possibilities for service-learning credit courses are being explored.

These positive results at Kapi'olani can be duplicated by colleges nationally and internationally. Each institution may develop its own style in implementing a service-learning program. Kapi'olani and other colleges can be models when an inspired faculty, encouraged by supportive administration, decides to include an experiential program that does promote the academic content in the curriculum, as pointed out by the Stanford study. At Kapi'olani and other colleges, "The New American Scholar", as described by Ernest Boyer (see Rice,1996), is emerging to find a different pathway to knowledge into the 21st Century. The inclusion of service-learning into a college curriculum is the invitation awaiting faculties and students "in this thing together" not only in the classroom but in a democratic and caring society.

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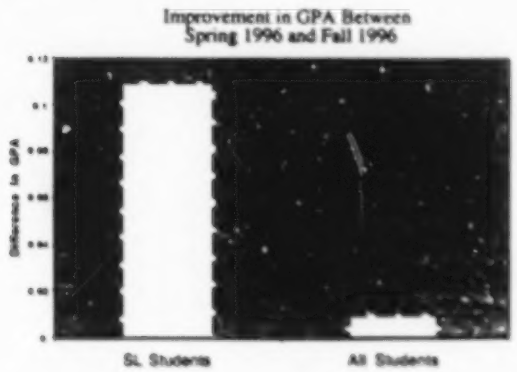
Academic Performance of Service Learning Students

Tanya Renner
Social Sciences

The academic performance of 212 students who were registered for at least one Service Learning (SL) course during Fall was analyzed.

	SL Students	*All KCC Students*
Fall 1996 GPA	*2.99*	*2.54*
Spring 1996 GPA	*2.88*	*2.53*
Retention Rate	97.64	87.10

As shown, the GPA of SL students was nearly half a grade higher than the overall GPA. This difference is significant. However, SL students had a GPA that was already higher than the rest of the college during the previous semester. Also, the retention rate for Fall 1996 was calculated, based on the proportion of students who did not drop out altogether during the semester. The retention rate of SL students was significantly higher than the overall retention rate for the college.



These data alone do not provide evidence that the SL experience resulted in an improvement in academic performance. However, we can conclude that the time and effort involved in doing SL projects do not have a negative impact on students, and may well confer substantial academic benefits.

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Service Learning

Dear Service Learning Colleagues: February 1,1998

Service learning at KCC has been funded to implement a multi-semester record keeping system and awards structure that will track students' service learning hours toward their A.A. or A.S. degree work. Service learning students will then be recognized at Service-Learning Award ceremonies, campus-wide or system-wide events, and/or at commencement, and on their transcripts for the number of verified hours they had accumulated. This would mean that students could continue their work beyond one semester with one agency; a particular theme like tutoring or elderly care; or be involved in a joint program at the University of Hawaii like HIV, Teen Reading, or Citizenship Education. It could also mean extending their hours of credit from one course to another across the curriculum so that they could apply interdisciplinary perspectives to the same service.

1)What impact would this multi-semester record keeping system of students' service learning have upon your instruction? Would you be willing to accept students into your courses who have received previous credit and wish to extend their service learning projects if they could also continue to build upon the skills needed in your courses? Or would you be willing to monitor a student who has received credit and wishes to continue but who cannot earn further credit in other courses?

2) Would you be willing to identify your service learning courses in the course schedule to inform students of your participation in service learning? Would you then be willing to be contacted by Oct. 15 in the fall semester, on March 15 in the spring semester, for confirmation of service learning in your course?

3) What advantages would this multi-semester record keeping system and awards structure have for your instruction and student contacts?

4) What other advantages could this multi-semester record keeping system and awards structure have for KCC across semesters and courses? And for KCC's relationship with the community?

5) What advantages would this multi-semester record keeping system and awards structure have for students' learning and personal development?

6) Although students would be recognized in ceremonies,events, and on transcripts, what further rewards would you suggest?

7) Part of this new grant includes planning, scheduling, and promoting a one- to -two credit "Early Literacy-Tutorial" course to be offered by the Language Arts Department in the fall of 1998. Should more198 courses be offered by departments to train students for service learning projects? This could be one way of giving instructors time and credit for planning and implementing a multi-semester service learning credit system in their courses? Are there other rewards that could be considered for the faculty? (Be allowed four credits for courses requiring service learning? Be given more released time? Be acknowleded for promotion?)

8) How might agencies also be recognized and rewarded for participating in a multi-semester record keeping system and awards structure?

9) What problems could be forseen, and how might they be avoided?

10) Finally , how has the "The Bridges to Health Communities" (service learning and HIV prevention grant) influenced your overall instruction/ and or curriculum?

Please do contact me soon in writing or by phone,e-mail, or better still over coffee?

Ex. 708/ shr @ hawaii.edu

Mahlo,
Shr Ward

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